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## ABSTRACT

A new Chapter 1 law, P.L. 100-297, was passed in 1988. Chapter 1 schools must examine the program operated during the previous school year. Schools that fail to demonstrate overall achievement gains must develop a Program Improvement Plan (PIP), a document describing how the Chapter 1 program in that school will be modified. This guide provides a model that a Chapter 1 school identified for program improvement may use to develop a PIP. This process is accomplished by means of a "team" that focuses on the curricular area(s) identified for improvement by evaluation results. At a minimum, this PIP team will include a building administrator, classroom teacher, Chapter 1 staff member, and the parent of a current Chapter 1 student. This team will observe the following steps in the development of the PIP: (1) diagnosing program and learning needs; (2) setting the goals for change; (3) selecting strategies and tactics for change; and (4) evaluating the change process and outcomes. Format options for Chapter 1 Program Improvement Planning are appended. (SI)

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DEVELOPING A CHAPTER 1  
PROGRAM IMPROVEMENT PLAN:  
A GUIDE

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## OVERVIEW OF A PLANNING PROCESS FOR CHAPTER 1 PROGRAM IMPROVEMENT

Chapter 1 program improvement is a commitment to effective educational practices. This commitment is led by the Program Improvement Planning (PIP) Team, composed of a building administrator, classroom teacher, Chapter 1 staff member, and the parent of a current Chapter 1 student. In working through the program improvement process, this team examines what is good about the existing program and identifies those changes which will increase the impact of the Chapter 1 program. The PIP developed by this team helps to ensure Chapter 1 students achieve the program's goals. All PIP Team members share responsibility in the process. This team follows these four steps in the development of the PIP:

### Step 1: Diagnosing Program and Learning Needs

Phase 1: Conduct the general diagnosis of program and learning needs

- Activities:
1. Team brainstorming (Activity 1 Worksheet)
  2. Self-rating of the current program (Activity 2 Worksheet)
  3. Review of needs assessment and program operation (Activity 3 Worksheet)
  4. Review of relevant out-of-school factors (Activity 4 Worksheet)
  5. Interviews (Activity 5 Worksheet)

Phase 2: Summarize the general diagnosis data

- Activities:
6. Identification of program strengths and weaknesses (Activity 6 Worksheet)
  7. List of potential areas for program improvement (Activity 7 Worksheet)

Phase 3: Identify the specific focus for program improvement

- Activities:
8. Discussion of key questions, pertinent data, and research findings (Activity 8 Worksheet Guide)
  9. Identification of changes with the greatest likelihood of impacting student achievement (Activity 9 Worksheet)

### Step 2: Setting the Goals for Change

- A. Questions for evaluating the goal for change statements
- B. Three-day quality assurance sequence

### Step 3: Selecting Strategies and Tactics for Change

- A. Ideas for formulating strategies
- B. Targeting the most effective activities to accomplish the strategy
- C. Allowances for flexibility
- D. Potential problems

### Step 4: Evaluating the Change Process and Outcomes

- A. Formative evaluation
- B. Summative evaluation
- C. Using evaluating for decision making

## INTRODUCTION TO THE PROGRAM IMPROVEMENT PLANNING GUIDE

### Background

A new Chapter 1 law, P.L.100-297, was passed in 1988, and local school districts throughout the country are implementing its new requirements. The U.S. Department of Education refers to this law as "revolutionary," primarily because of program improvement requirements which went into effect on July 1, 1989. Each Chapter 1 school must examine the program operated during the previous school year; if the program fails to demonstrate overall achievement gains with the students served, that building is identified for program improvement. The school must then develop a Program Improvement Plan (PIP) to increase the effectiveness of its Chapter 1 program. The intent is that all Chapter 1 programs will be effective in helping their students reach the legislated goals of Chapter 1: to "achieve grade level proficiency, succeed in the regular classroom and improve in basic and more advanced skills" (Chapter 1 Federal Regulations, May 19, 1989, Section 200.1).

The program improvement process is discussed in Section 200.38 of the Chapter 1 federal regulations. Program improvement is a cooperative process which produces a document describing how the Chapter 1 program in that school will be modified. These modifications made must be those which "have the greatest likelihood of improving the performance of (Chapter 1) children." A timeline must detail how the plan will be implemented, with the requirement that a plan begin as soon as possible. Depending upon the "degree of change needed, the nature of the change and other relevant factors," a school may use up to one full school year to develop its plan. Upon completion, the plan is implemented for one full school year. If, after the plan has been in effect for that time, the school is still identified as needing improvement, the local district and state department of education must develop a joint plan of improvement with that school for a minimum of the next two school years.

This guide provides a model which a Chapter 1 school identified for program improvement may use to develop a PIP. This cooperative process is accomplished via a "team" that will focus on the curricular area(s) identified

for improvement by evaluation results. At a minimum, this Program Improvement Planning Team (PIP Team), will include a building administrator, classroom teacher, Chapter 1 staff member, and the parent of a current Chapter 1 student. Teams are also encouraged to include an LEA Chapter 1 administrator and curriculum specialist in the identified content area(s).

The PIP Team will gather data, brainstorm ideas, analyze information, focus on needs, and develop a specific plan to increase the effectiveness of the school's Chapter 1 program. This process is not designed to be a "quick fix", but a thoughtful look at a Chapter 1 program and a careful plan to increase its impact. Such a process will require time and an open mind to the possibilities and potential for change. The leader of the team should be the member who can foster this attitude, facilitate idea-sharing, monitor the timely completion of tasks and be an active participant in the team process. All PIP Team members will share in the planning process tasks. This team will follow four steps in the development of the PIP:

- Step 1. Diagnosing Program and Learning Needs
- Step 2. Setting the Goals for Change
- Step 3. Selecting Strategies and Tactics for Change
- Step 4. Evaluating the Change Process and Outcomes

This document describes the development of a comprehensive plan which could be completed during an intensive one- to two-month diagnostic and planning period or could take up to one school year to complete.

#### Projected Timeline

The maximum timeline for this process is set by Chapter 1 law: a school identified for program improvement must have its PIP "fully implemented as soon as possible but no later than the beginning of the second school year after the school year during which the school was identified for program improvement" (Section 200.38 [b][2]). This translates to a maximum of one school year for writing a PIP; most PIPs will be written in less time.

The nature and degree of changes needed in the existing Chapter 1 program will affect the amount of time needed to implement this model. Thus, a PIP addressing relatively minor program changes could be completed in six weeks if sessions were held twice each week. A program improvement process involving extensive changes to the existing program could require up to 12 weeks if sessions were held twice each week. Usually, a PIP Team must be well into Step 1 (Diagnosing Program and Learning Needs) before it can determine if the nature of the change is minor or major in order to estimate the length of time needed for planning.

The major resources required for this model are staff time and staff development sessions. Chapter 1 program funds may be used to pay release time related to program improvement sessions as well as staff inservice for both Chapter 1 and regular school staff who teach Chapter 1 students. Schools identified for program improvement may request special funds to pay for activities which impact services to Chapter 1 students (e.g., inservice).

#### Beginning to Write the PIP

The Program Improvement Plan evolves throughout the planning process. There is no set format for a PIP, but there are certain ingredients which must be included to meet the requirements specified in P.L.100-297. These include:

1. a description of how the school's Chapter 1 program will be modified;
2. incorporation of those changes which have the greatest likelihood of improving students' performance;
3. a description of the educational strategies designed to achieve the program's goals;
4. a description of the resources and activities to be used in this improvement process; and
5. the timeline for implementing this plan as soon as possible.

### Quality begins with Step 1. . . . .

Diagnosing Program and Learning Needs is essential to ensure that the efforts of the PIP process are on target. Granted, this process requires time and effort, but there are numerous advantages for the work involved. This process stresses educationally-sound decisions centered on improving student learning. The cornerstone of the process is communication and information sharing among team members. Such activities open ideas and avenues for change which otherwise might be ignored. By looking at multiple sources of information, the PIP Team can identify patterns within the current program rather than make hasty judgments based on limited data or personal biases. These patterns, confirmed by both formal and informal data as well as team members' professional judgments and common sense, reflect a balance of the science and art of education.

Nonetheless, this process may not operate problem-free. Some team members may feel overwhelmed by the program improvement task in general or the diagnostic procedures in specific. Others may feel defensive about the program improvement requirement and be resistant to change. Finding adequate time to gather and review data may be an issue for team members. There are several ways to alleviate these problems.

1. Divide tasks among the team members so that everyone is responsible for part of diagnosis rather than requiring joint efforts on all activities
2. Network with other Chapter 1 buildings for ideas as well as collegial support. (The Division of Compensatory Education, Indiana Department of Education (SEA) is developing a list of local districts which can provide this support.)
3. Take advantage of inservice and consulting services available through the SEA to build knowledge on Chapter 1-related topics. Extra program improvement funds have been made available by Congress for this purpose.
4. Establish a feasible timeline and schedule release time for PIP Team members as a strategy to remove lack-of-time anxieties. Chapter 1 funds may be used to pay for release time related to program improvement activities.

## STEP 1: DIAGNOSING PROGRAM AND LEARNING NEEDS

Diagnosis is an essential part of planning for change. Without a full review of the current program, it is impossible to have a clear picture of which program practices should be continued and which practices need adjustment. A single source of data or ideas is inadequate as a basis for making such decisions; an informed view is composed from multiple sources of information. The diagnostic step in this model is intended to be flexible and provide both objective data and informed opinion--a process which can be intensified or adapted for a particular school. The goal is to use diagnostic findings to identify a program improvement focus and lead toward strategies for change specific to that focus: ongoing evaluation will be included to ensure the desired results.

Research-based attributes of effective Chapter 1 programs provide criteria to organize diagnostic and planning efforts; they are similar to key findings from the effective schools' research. This document is structured around six research-based categories as a way of reviewing a school's Chapter 1 program:

- Program and Staff Leadership includes administration, instructional guidance, inservice and professional development activities.
- Curriculum and Program Design includes program goals and objectives; format for delivery of services; coordination with the regular school program; and instructional materials, methods, and approaches which focus on student achievement in both basic and more advanced skills.
- Classroom Environment addresses the instructional climate of Chapter 1 services that occur in a separate classroom (pull-out) or Chapter 1 services that occur in the regular classroom (in-class) and communicates high expectations for student learning and behavior.
- Classroom Instruction includes instructional interaction and content; maximum use of students' learning time; regular and frequent feedback of students' progress; and recognition and reward of excellence resulting in success in the regular classroom and the attainment of grade level proficiency.

- Assessment and Evaluation provides for regular monitoring of student achievement during the program year, end-of-program year evaluation, and use of evaluation results to improve the Chapter 1 instructional program.
- Parent and Community Involvement includes how Chapter 1 parents are involved in the education of their children in ways that support the instructional goals of the Chapter 1 program; how parents are trained to assist their children to transfer and apply learning; how parents are involved in regular two-way communication with the Chapter 1 staff; and how parents are made aware of their responsibilities for helping their children learn.

The Chapter 1 evaluation results which identify a school for program improvement simultaneously identify the content area(s) for the PIP. Diagnosis will identify specific program needs within the content area(s). It begins broadly to identify program strengths and weaknesses; a more thorough assessment of weaknesses specifies the focus for the program improvement plan.

The PIP Team leads the diagnostic process. Members will gather a variety of data to develop the broad picture of the current program and student needs. These data will be summarized, findings analyzed and further delineated to identify the focus for change. The procedures within the process are:

- Phase 1. Conduct the general diagnosis of program and learning needs
  - 1. team brainstorming
  - 2. self-rating of the current program
  - 3. review of needs assessment and program operation
  - 4. review of relevant out-of-school factors
  - 5. interviews
- Phase 2. Summarize the general diagnosis data
  - 6. identification of program strengths and weaknesses
  - 7. list of potential areas for program improvement
- Phase 3. Identify the specific focus for program improvement
  - 8. discussion of key questions, pertinent data, and research findings
  - 9. identification of changes with the greatest likelihood to impact student achievement

A Chapter 1 Program Improvement: Planning to Plan form is found on the next page. This form may be used by the PIP Team to assist in completing Step 1.

School Name: \_\_\_\_\_

## Chapter 1 Program Improvement: Planning to Plan

**PIP Team Meeting Schedule:**

Frequency of Meetings: \_\_\_\_\_

Next Meeting: \_\_\_\_\_  
(date) (time) (location)

Designated PIP Team Chairperson: \_\_\_\_\_

Designated PIP Team Recorder: \_\_\_\_\_

### Step 1: Diagnosing Program and Learning Needs

| PHASE 1: General Diagnosis                                    |                     | Initial Activity (date) | Follow-up & Summary (date) | Team Member Responsible for Recording & Summary | Comments |
|---------------------------------------------------------------|---------------------|-------------------------|----------------------------|-------------------------------------------------|----------|
| * Recommendation: include Activity 4 and/or 5                 | Include ? YES or NO |                         |                            |                                                 |          |
| Activity 1:<br>Team Brainstorming                             |                     |                         |                            |                                                 |          |
| Activity 2:<br>Self-Rating of the Program                     |                     |                         |                            |                                                 |          |
| Activity 3:<br>Review of Needs Assessment & Program Operation |                     |                         |                            |                                                 |          |
| *Activity 4:<br>Review of Relevant Out-of-School Factors      |                     |                         |                            |                                                 |          |
| *Activity 5:<br>Interviews                                    |                     |                         |                            |                                                 |          |
| PHASE 2: Summarize the general diagnosis data                 | YES                 |                         |                            |                                                 |          |
| PHASE 3: Identify specific focus for change                   | YES                 |                         |                            |                                                 |          |

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## STEP 1: DIAGNOSING PROGRAM AND LEARNING NEEDS

Phase 1: Conduct the General Diagnosis

Activity 1: Team Brainstorming

---

In this initial activity, PIP team members will share their perceptions about the current Chapter 1 program's strengths and weaknesses.

The rules for brainstorming are simple:

- 1) Team members are encouraged to generate as many ideas as possible within a given time period (suggestion: 20-30 minutes per wheel);
- 2) No comments will be discussed for agreement or disagreement among team members;
- 3) Each statement will be recorded as a shared perception about the current program;
- 4) The ideas of all team members are needed to maximize the information and usefulness of this activity; and
- 5) Team members must know that it is safe to "take a risk" and express honest opinions without concern that their ideas are being judged as "acceptable" or "unacceptable."

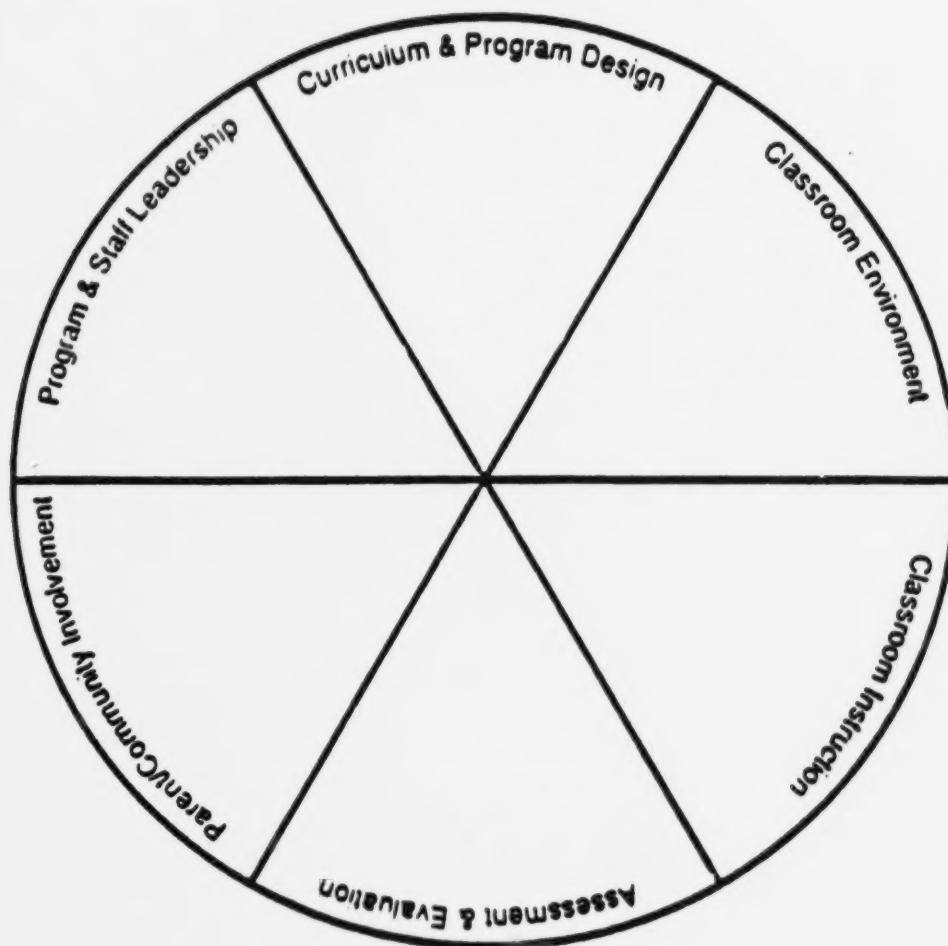
During PIP Team brainstorming, the team member designated as recorder for this activity writes down all comments offered by team members. Activity 1 Worksheet, Chapter 1 Program Spokes, is provided on the following two pages for this purpose.

Activity 1 Worksheet -- Part I -- CHAPTER 1 PROGRAM SPOKES

Purpose: to share perceptions about the current Chapter 1 program's strengths

Directions: The PIP Team member designated as recorder writes all the PIP Team's brainstorming ideas in each section of the circle. Use a time limit of 3 to 5 minutes per section of the circle.

Chapter 1 Program Strengths



Based on the ideas generated during brainstorming, list three categories as program strengths.

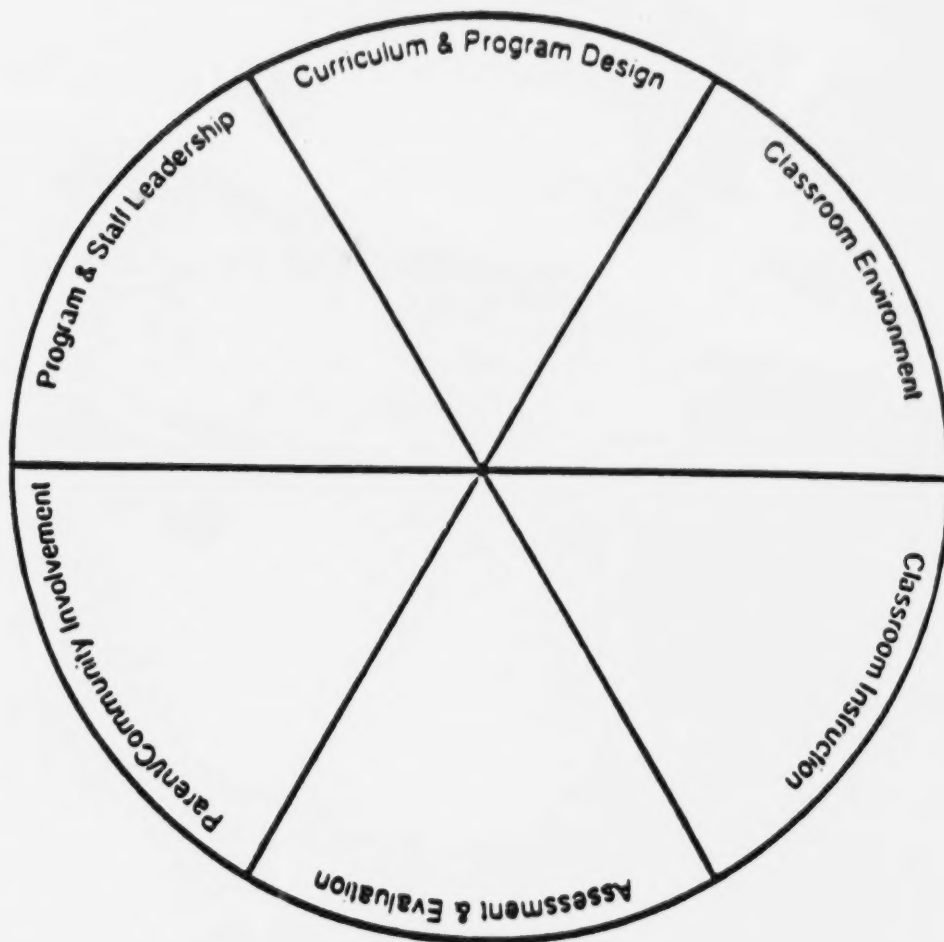
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Activity 1 Worksheet -- Part II -- CHAPTER 1 PROGRAM SPOKES

Purpose: to share perceptions about the current Chapter 1 program's weaknesses

Directions: The PIP Team member designated as recorder writes all the PIP Team's brainstorming ideas in each section of the circle. Use a time limit of 3 to 5 minutes per section of the circle.

Chapter 1 Program Weaknesses



Based on the ideas generated during brainstorming, list three categories as program weaknesses.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## STEP 1: Diagnosing Program and Learning Needs

Phase 1: Conduct the General Diagnosis

Activity 2: Self-Rating of the Current Program

---

Completion of a Chapter 1 Program Self-Rating Form provides a way to compare current program operation to research-based statements. Each team member will complete the form individually and anonymously. Completed forms will be summarized by a team member designated as recorder for this activity. The PIP Team will review and discuss this summary at a team meeting.

The self-rating form may be used by more than PIP Team members. The form may be used to survey all (or a representative sample of) classroom teachers in the school as well as parents of Chapter 1 participants. If the school's principal is not the building administrator on the PIP Team, s/he should be asked to complete the form. If any of the school's Chapter 1 staff members are not on the PIP Team, they should also be asked to complete the form.

Activity 2 Worksheet, Chapter 1 Program Self-Rating Form, on the next two pages is provided for this activity.

**Activity 2 Worksheet -- CHAPTER 1 SELF-RATING FORM \***

**Purpose:** to provide a comparison of current program operation to findings from research on effective programs.

**Directions:** Rate your current Chapter 1 program by scoring each statement on the scale provided. Total the scores within each category.

|                                                                                                                    | Unlike our<br>Program | Like our<br>Program | Much like our<br>Program |
|--------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------|--------------------------|
| <b>1. LEADERSHIP</b>                                                                                               |                       |                     |                          |
| 1. Program leaders have a clear understanding of the curriculum goals and how Chapter 1 objectives support them.   | 1                     | 3                   | 5                        |
| 2. Program leaders communicate positive attitudes about the Chapter 1 program to teachers, parents and students.   | 1                     | 3                   | 5                        |
| 3. Program leaders utilize evaluation results to implement Chapter 1 program improvement efforts.                  | 1                     | 3                   | 5                        |
| 4. Program leaders demonstrate relevant instructional expertise and management skills as they relate to Chapter 1. | 1                     | 3                   | 5                        |

TOTAL \_\_\_\_\_

**2. PROFESSIONAL DEVELOPMENT and TRAINING**

|                                                                                                                                  |   |   |   |
|----------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| 1. Staff development opportunities are provided to Chapter 1 staff and supported with time and other necessary resources.        | 1 | 3 | 5 |
| 2. Content in staff development sessions addresses Chapter 1 instructional issues and priorities and is based on assessed needs. | 1 | 3 | 5 |
| 3. Chapter 1 staff participate in staff development opportunities.                                                               | 1 | 3 | 5 |
| 4. Knowledge from staff development training is applied in Chapter 1 instruction.                                                | 1 | 3 | 5 |

TOTAL \_\_\_\_\_

.....  
Sum of TOTAL #1 + #2 (PROFESSIONAL and STAFF LEADERSHIP) = \_\_\_\_\_  
.....

**3. PROGRAM GOALS AND OBJECTIVES**

|                                                                                         |   |   |   |
|-----------------------------------------------------------------------------------------|---|---|---|
| 1. Clear Chapter 1 objectives exist in support of clearly articulated curriculum goals. | 1 | 3 | 5 |
| 2. These goals and objectives are written and are used to guide Chapter 1 instruction.  | 1 | 3 | 5 |
| 3. Chapter 1 desired outcomes reflect these goals and objectives.                       | 1 | 3 | 5 |
| 4. Chapter 1 monitors progress toward each desired outcome.                             | 1 | 3 | 5 |

TOTAL \_\_\_\_\_

**4. COORDINATION WITH THE REGULAR SCHOOL PROGRAM/OTHER SPECIAL PROGRAMS**

|                                                                                                        |   |   |   |
|--------------------------------------------------------------------------------------------------------|---|---|---|
| 1. The Chapter 1 program is based on and coordinated with the district curriculum.                     | 1 | 3 | 5 |
| 2. Chapter 1 and classroom teachers plan curriculum cooperatively.                                     | 1 | 3 | 5 |
| 3. Chapter 1 teachers know how the Chapter 1 instruction supplements the regular classroom curriculum. | 1 | 3 | 5 |

\* Adapted from Kansas State Department of Education; A Self Assessment of Chapter 1 Program Quality

- |                                                                                                        |   |   |   |
|--------------------------------------------------------------------------------------------------------|---|---|---|
| 4. Classroom teachers know how the Chapter 1 instruction supplements the regular classroom curriculum. | 1 | 3 | 5 |
|--------------------------------------------------------------------------------------------------------|---|---|---|

TOTAL \_\_\_\_\_

**5. INSTRUCTIONAL MATERIALS, METHODS AND APPROACHES**

- |                                                                                                                                             |   |   |   |
|---------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| 1. Chapter 1 instructional strategies and materials are based on the diagnosed needs of individual students.                                | 1 | 3 | 5 |
| 2. Chapter 1 instructional strategies include both basic skills and more advanced skills (e.g., comprehension, problem-solving) activities. | 1 | 3 | 5 |
| 3. Chapter 1 teachers provide opportunities for application of learning with guided practice.                                               | 1 | 3 | 5 |
| 4. Chapter 1 academic tasks are designed to assure high levels of student interest and success.                                             | 1 | 3 | 5 |

TOTAL \_\_\_\_\_

Sum of TOTALs #3 + #4 + #5 (CURRICULUM and PROGRAM DESIGN) = \_\_\_\_\_

**6. SCHOOL AND CHAPTER 1 CLASSROOM CLIMATE**

- |                                                                                                                                 |   |   |   |
|---------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| 1. Chapter 1 provides a secure, caring, attractive environment where the emphasis is on academic achievement.                   | 1 | 3 | 5 |
| 2. Chapter 1 standards of behavior are established, clearly communicated to students and parents, and consistently implemented. | 1 | 3 | 5 |
| 3. Chapter 1 students are encouraged to develop a sense of responsibility and self-reliance.                                    | 1 | 3 | 5 |
| 4. Chapter 1 teachers recognize student accomplishments both in the Chapter 1 classroom and throughout the school.              | 1 | 3 | 5 |

TOTAL \_\_\_\_\_

**7. EXPECTATIONS FOR STUDENT LEARNING AND BEHAVIOR**

- |                                                                                                      |   |   |   |
|------------------------------------------------------------------------------------------------------|---|---|---|
| 1. All school staff believe that all Chapter 1 students can and will learn.                          | 1 | 3 | 5 |
| 2. High expectations are communicated to Chapter 1 students and parents.                             | 1 | 3 | 5 |
| 3. Standards for learning are both challenging and attainable for students.                          | 1 | 3 | 5 |
| 4. Chapter 1 students are expected to complete their work and meet established standards of quality. | 1 | 3 | 5 |

TOTAL \_\_\_\_\_

Sum of TOTALs #6 + #7 (SCHOOL-CLASSROOM ENVIRONMENT) = \_\_\_\_\_

**8. ACADEMIC LEARNING TIME**

- |                                                                                                                                             |   |   |   |
|---------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| 1. School staff cooperatively schedule adequate and realistic time for Chapter 1 instruction.                                               | 1 | 3 | 5 |
| 2. Students' time-on-task is maximized for Chapter 1 activities by starting planned activities on time and establishing efficient routines. | 1 | 3 | 5 |

|                                                                                                      |   |   |   |
|------------------------------------------------------------------------------------------------------|---|---|---|
| 3. Chapter 1 students are actively engaged in academic learning activities during the assigned time. | 1 | 3 | 5 |
| 4. Chapter 1 students work at academic tasks that provide them with high rates of success.           | 1 | 3 | 5 |
| TOTAL _____                                                                                          |   |   |   |

### 9. FEEDBACK AND REINFORCEMENT

|                                                                                                |   |   |   |
|------------------------------------------------------------------------------------------------|---|---|---|
| 1. Chapter 1 teachers provide students with timely, specific feedback on daily work.           | 1 | 3 | 5 |
| 2. Feedback in Chapter 1 classes is related to learning objectives and desired behavior.       | 1 | 3 | 5 |
| 3. Chapter 1 teachers provide additional learning opportunities in response to student errors. | 1 | 3 | 5 |
| 4. Chapter 1 teachers provide reinforcement in a positive and supportive manner.               | 1 | 3 | 5 |
| TOTAL _____                                                                                    |   |   |   |

### 10. EXCELLENCE RECOGNIZED AND REWARDED

|                                                                                                                                                                                         |   |   |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| 1. Students' efforts and accomplishments for academic achievement and excellence attendance and behavior in the Chapter 1 program are also recognized by the regular classroom teacher. | 1 | 3 | 5 |
| 2. Student successes in both Chapter 1 and the regular classroom are communicated to parents.                                                                                           | 1 | 3 | 5 |
| 3. Awards are set at several different levels of performance for all Chapter 1 students with opportunities for success and recognition.                                                 | 1 | 3 | 5 |
| 4. Teaching success in the Chapter 1 program are recognized and shared with regular classroom teachers.                                                                                 | 1 | 3 | 5 |
| TOTAL _____                                                                                                                                                                             |   |   |   |

Sum of TOTALs #8 + #9 + #10 (CHAPTER 1 CLASSROOM INSTRUCTION) = \_\_\_\_\_

### 11. MONITORING STUDENT PROGRESS

|                                                                                                                                 |   |   |   |
|---------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| 1. Chapter 1 teachers use established assessment procedures to regularly check student progress.                                | 1 | 3 | 5 |
| 2. Chapter 1 teachers share results of performance with students and encourage self-monitoring of progress.                     | 1 | 3 | 5 |
| 3. Chapter 1 teachers share student performance information with appropriate staff.                                             | 1 | 3 | 5 |
| 4. Chapter 1 teachers use assessment results to evaluate their own teaching methods and change instruction to increase success. | 1 | 3 | 5 |
| TOTAL _____                                                                                                                     |   |   |   |

## 12. EVALUATION RESULTS

- |                                                                                                                                              |   |   |   |
|----------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| 1. Chapter 1 staff employ standards to ensure quality and accuracy in test administration, scoring, and reporting of evaluation data.        | 1 | 3 | 5 |
| 2. Chapter 1 and appropriate school staff review results of Chapter 1 evaluation and use evaluation results to improve the program.          | 1 | 3 | 5 |
| 3. A variety of formal and informal assessment techniques are used to evaluate the Chapter 1 program and identify areas needing improvement. | 1 | 3 | 5 |
| 4. Program improvement efforts are periodically reviewed to note progress and redirect improvement focus.                                    | 1 | 3 | 5 |

TOTAL \_\_\_\_\_

Sum of TOTALs #11 + #12 (ASSESSMENT and EVALUATION) = \_\_\_\_\_

## 13. PARENT INVOLVEMENT

- |                                                                                                                                          |   |   |   |
|------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| 1. Written procedures exist for involving Chapter 1 parents throughout the year.                                                         | 1 | 3 | 5 |
| 2. Parents of Chapter 1 students are aware of curriculum goals and the role Chapter 1 plays in helping their children reach those goals. | 1 | 3 | 5 |
| 3. Parents have options for becoming involved in activities that support their child's instructional program.                            | 1 | 3 | 5 |
| 4. Chapter 1 staff members provide parents with information and techniques for helping their children learn.                             | 1 | 3 | 5 |

TOTAL for #13 (PARENT and COMMUNITY INVOLVEMENT) = \_\_\_\_\_

## CHAPTER 1 PROGRAM SELF-RATING SUMMARY

1. Transfer the Sum of TOTALs for each of the six categories to the table below. Compare your number to the Critical Score listed for each category. If the Sum of TOTAL for a category is below that category's Critical Score, ✓ the last column.

| Program Category                     | Sum of TOTALs | Critical Score | ✓ if Sum of TOTALs is below Critical Score |
|--------------------------------------|---------------|----------------|--------------------------------------------|
| I. PROGRAM and STAFF LEADERSHIP      | _____         | 28             | _____                                      |
| II. CURRICULUM and PROGRAM DESIGN    | _____         | 48             | _____                                      |
| III. SCHOOL- CLASSROOM ENVIRONMENT   | _____         | 32             | _____                                      |
| IV. CLASSROOM INSTRUCTION            | _____         | 48             | _____                                      |
| V. ASSESSMENT and EVALUATION         | _____         | 32             | _____                                      |
| VI. PARENT and COMMUNITY INVOLVEMENT | _____         | 16             | _____                                      |

2. Review the rankings for program strengths and potential areas for program improvement. Categories which are checked (✓) are identified for program improvement consideration.

## STEP 1: DIAGNOSING PROGRAM AND LEARNING NEEDS

Phase 1: Conduct the General Diagnosis

Activity 3: Review of Needs Assessment and Program Operation

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### Review of Chapter 1 Needs Assessment

Chapter 1 law requires that each school corporation annually assess the education needs in all Chapter 1 eligible schools. This needs assessment identifies the number of educationally disadvantaged children in each school and the instructional areas and grade levels where remedial services are needed. Summaries of student performance data (such as test scores or grades) and other data (such as teacher, parent, and administrator surveys) are generally included in this assessment. These data become the basis for planning the Chapter 1 program.

A PIP Team member will obtain a copy of the school's needs assessment data for the current year and prepare a summary for the team. (These same data were used to complete page 4 of the annual Chapter 1 application.) Student performance data will be listed separately by content area across grade levels; survey results will be reported in percentages according to grade levels and content area priorities. The PIP Team will review this summary to identify the current needs. Focal questions for this discussion will be:

1. How does the current Chapter 1 program fit into the overall picture of needs in this school?
2. Do these data indicate needs which are not being met either through special programs or curricular emphases in the classroom program?

### Review of Present Chapter 1 Program Operation

How a Chapter 1 program is organized and operates can have a strong influence on the success of its educational efforts. These organizational elements include the program's goals and objectives, staffing patterns, instructor/teacher:student ratios, student selection procedures, coordination with the classroom program, evaluation practices, and administrative support. A review of these elements can give insights into potential areas for program improvement.

Following the discussion of the needs assessment summary, each PIP Team member will complete Activity 3 Worksheet, Review of Present Chapter 1 Program Operation. A team member is designated as recorder to summarize the results from these worksheets. Again, this worksheet need not be restricted to the PIP Team. Asking classroom teachers and other Chapter 1 staff to complete this form will provide a broader picture of the program. Activity 3 Worksheet, Review of Present Chapter 1 Program Operation, is provided on the next page.

Activity 3 Worksheet -- REVIEW OF PRESENT CHAPTER 1 PROGRAM OPERATION

Purpose: to review existing needs of educationally disadvantaged children; to explore organization of present Chapter 1 program

Directions: Based on your perceptions and knowledge of the current Chapter 1 program, circle a YES or NO answer for each of the following questions. An "I don't know" response should be treated as "NO".

- |     |    |     |                                                                                                                                                                                                            |
|-----|----|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| YES | NO | 1.  | The current Chapter 1 program is based on students' needs; the identical program is not operated year after year because "it's the way we have always done things."                                        |
| YES | NO | 2.  | The student selection process is systematic, with decisions based on objective data about students' needs; written teacher referral forms are not based on subjective opinions.                            |
| YES | NO | 3.  | Both standardized (e.g., test information) and classroom-based (e.g., student's class work) data are used to plan Chapter 1 instruction; Chapter 1 instruction does not occur in isolation.                |
| YES | NO | 4.  | Students are placed in the program because they are in greatest need of help; no student is "in and out" of the program for short-term assistance.                                                         |
| YES | NO | 5.  | Chapter 1 instruction is treated with the same respect and importance as all other instruction in this school; cancellation of Chapter 1 classes for any reason rarely occurs.                             |
| YES | NO | 6.  | The school principal demonstrates commitment to and provides administrative support for the Chapter 1 program; Chapter 1 staff have a friend in the school principal.                                      |
| YES | NO | 7.  | Effective methods are used to gather classroom teachers' input about the needs and progress of students in the Chapter 1 program; Chapter 1 instruction is coordinated with the regular classroom program. |
| YES | NO | 8.  | At several times throughout the year the progress of each Chapter 1 student is monitored; the Chapter 1 staff, classroom teacher, and student's parents share this information to plan future instruction. |
| YES | NO | 9.  | Chapter 1 staff inservices are planned based on staff input and needs; sessions are goal-focused and there is follow-through to support application of learning after the inservice session.               |
| YES | NO | 10. | The Chapter 1 program's "desired outcomes" focus on students' needs; all persons involved with the program are aware of these goals and work toward them together.                                         |
| YES | NO | 11. | The Chapter 1 instructional program has credibility and is viewed as an important ingredient in student achievement; the Chapter 1 program is recognized as a leader in the total school program.          |

Activity 3 Worksheet -- REVIEW OF PRESENT CHAPTER 1 PROGRAM OPERATION

- YES NO 12. The Chapter 1 program has specific procedures for gathering pretests-posttests on students served in the program; all Chapter 1 staff members are aware of their responsibilities to this process.
- YES NO 13. The parents of each Chapter 1 child are personally contacted several times a year about ways to help in their child's instructional program; Chapter 1 staff do not give up on difficult-to-reach-or-motivate parents.
- YES NO 14. Students look forward to their Chapter 1 instruction; they do not complain about "having to go to Chapter 1."
- YES NO 15. Chapter 1 instruction is both challenging and meaningful for students, but always at a level where the students can work successfully; Chapter 1 students know the pride of achieving.

SUMMARY: REVIEW OF PRESENT CHAPTER 1 PROGRAM OPERATION

- Any "NO" answer should be discussed by the PIP Team to determine if there is need for clarification about program practices addressed in the statement.
- To identify potential areas for program improvement, score NO responses to certain statement. Circle categories identified according to the criteria below.

"NO" answers to Questions #:

6 and 9

2 or more of the following:

1, 2, 4, 7, or 10

14 and 15

2 or more of the following:

5, 8, 11, or 15

2 or more of the following:

1, 3, 8, or 12

8 and 13

Attention should be directed toward: (Circle categories identified)

Program and Staff Leadership

Curriculum and Program Design

School-Classroom Environment

Classroom Instruction

Assessment and Evaluation

Parent and Community Involvement

## STEP 1: DIAGNOSING PROGRAM AND LEARNING NEEDS

Phase 1: Conduct the General Diagnosis

Activity 4: Review of Relevant Out-of-School Factors

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A school does not operate as an enclosed vacuum; a school's context is set by its community and students as well as by educators. Information about the economic, social, and emotional climate in which students live outside of school can be valuable in understanding needs. A wealth of information is available about a school's community; often educators are unaware of this information and work from assumptions about student and community life. The available data can provide objective, indirect indicators of students' needs and increase educators' awareness. An added bonus is that much of the data has already been summarized by others.

A list of potential out-of-school data and sources includes the following:

### Potential Data Types

recent population shifts and realty values

unemployment statistics; recent plant or business closings

requests for social services (summary of number and type)

patterns of local occupations and education levels

voting patterns

housing (particularly, low income public housing and low cost rentals)

family clients at displaced persons or battered women shelters (summary of number; length of stay)

juvenile services (numbers and type; neglect, abuse, and delinquency data)

family patterns (e.g., single parent, extended family, intact family, foster home family)

### Potential Sources

public library (census data)  
or realtors association

local Chamber of Commerce;  
state Department of Labor

local welfare office; social  
agencies; community programs

public library (census data);  
adult basic education; JTPA  
Program

county voter registration  
office; local offices of  
political parties

county office of housing;  
local offices of political  
parties

community services; local  
public counselling and  
and guidance services

child services from local  
welfare of court system;  
juvenile justice office

public library (census data);  
community social agencies;  
social welfare office

Some examples of data patterns with potential impact for school programs are:

- transiency in the community;
- working parents ---> latch-key children;
- adult education levels;
- patterns of interaction with authority and public agencies;
- levels or intensity of need for multiple social services; and
- indications of needs for student support services.

One or more PIP Team members will be assigned to contact certain agencies with these data, gather pertinent data, and then share a summary of these data with the team. It is important to gather adequate data to paint a picture of what the school's community and the out-of-school environment is like for students. Take care to base findings on data, not opinion. Two cautions are important as these data are gathered and reviewed:

1. Do NOT connect children's names with these data; look only at summary data for indications of patterns.
2. Focus on low income-related factors.

The PIP Team members will complete Activity 4 Worksheet, Out-of-School Data Summary, listing key points from the data collected.

# Activity 4 Worksheet -- OUT-OF-SCHOOL DATA SUMMARY

**Purpose:** to understand students' educational needs by gathering information about the economic, social, and emotional climate in which students live outside of school

**Directions:** Gather out-of-school data which might reveal needs and the need for school services. Complete the chart below with those relevant data. All categories may not be included in this summary due to the wide variance in these type of data. Do not feel compelled to mold data to address all categories. This summary is designed to identify only priority needs.

| PROGRAM DIAGNOSIS CATEGORIES     | ISSUES OR IMPLICATIONS FROM THE DATA | CRITICAL AREA FOR CHANGE? |
|----------------------------------|--------------------------------------|---------------------------|
| Program and Staff Leadership     |                                      | (Yes or No )              |
| Curriculum and Program Design    |                                      |                           |
| School-Classroom Environment     |                                      |                           |
| Classroom Instruction            |                                      |                           |
| Assessment and Evaluation        |                                      |                           |
| Parent and Community Involvement |                                      |                           |

## STEP 1: DIAGNOSING PROGRAM AND LEARNING NEEDS

Phase 1: Conduct the General Diagnosis

Activity 5: Interviews

---

Test scores, surveys and other objective data help paint a picture of students' and Chapter 1 program's needs. But paper-and-pencil activities are limited in the amount and type of information they can provide. Interviews with key people can add another dimension to the study of a Chapter 1 program. By asking open-ended questions, people can share ideas without constraints; these ideas may provide new insights or help confirm other data gathered.

A variety of people can be considered "key people" when reviewing a Chapter 1 program. These include the following:

- students who exited the program within the past two years;
- parents of these students;
- students currently enrolled in the program;
- parents of these students;
- classroom teachers;
- the corporation's Chapter 1 administrator;
- nonclassroom staff in the school (e.g., school secretary; district curriculum specialist); and
- the district's Chapter 1 Program Consultant at the SEA.

Each member of the PIP Team will interview two to four "key persons"; these interviews are planned to ensure that a variety of "key person" roles are included. The interviews can be brief (5-10 minutes) or as long as necessary to obtain useful information. Face-to-face interviews are preferable, although telephone interviews are acceptable.

In an effective interview, the interviewer will establish rapport with the person being interviewed, state the purpose for the information and ask the same three questions. Answers to those questions will be probed as necessary to get clear information. The following three questions should structure the interviews:

1. What do you feel is the best aspect of the current Chapter 1 program in this school?

2. How do you think our Chapter 1 program can best help students in (specify the content area being studied)?
3. What changes can you suggest to help make the Chapter 1 program even better than it is now?

Each team member will summarize the results of these interviews on Activity 5 Worksheet, Interview Data Summary, found on the next page. These summaries will be shared and discussed at a team meeting.

# Activity 5 Worksheet -- INTERVIEW DATA SUMMARY

Purpose: to use open-ended questions to allow individuals to share ideas in order to gain new insights or to confirm other data already gathered

Directions: Ask these three questions of all individuals being interviewed:

1. What do you feel is the best aspect of the current Chapter 1 program in this school?
2. How do you think our Chapter 1 program can best help students in (specify content area being studied)?
3. What changes can you suggest to help make the Chapter 1 program even better than it is now?

Use specific information given in answers to question #1 ("best aspect of the current program") which relates to one of the six categories under Program Strengths. Use specific information given in answers to questions #2 and #3 ("how can Chapter 1 help"; "suggested changes") which relates to one of the six categories under Possible Changes. Identify 1-3 categories which appear to be critical for potential change in this Chapter 1 program. Circle these categories.

| PROGRAM DIAGNOSIS CATEGORIES     | PROGRAM STRENGTHS | POSSIBLE CHANGES |
|----------------------------------|-------------------|------------------|
| Program and Staff Leadership     |                   |                  |
| -----                            | -----             | -----            |
| Curriculum and Program Design    |                   |                  |
| -----                            | -----             | -----            |
| School-Classroom Environment     |                   |                  |
| -----                            | -----             | -----            |
| Classroom Instruction            |                   |                  |
| -----                            | -----             | -----            |
| Assessment and Evaluation        |                   |                  |
| -----                            | -----             | -----            |
| Parent and Community Involvement |                   |                  |

## STEP 1: DIAGNOSING PROGRAM AND LEARNING NEEDS

Phase 2: Summarize the General Diagnosis Data

Activity 6: Identification of Program Strengths and Weaknesses

---

In Phase 1, the PIP team conducted a general diagnosis of the current Chapter 1 program and students' learning needs. In Phase 2, the PIP team now summarizes the diagnosis data and identifies which of these six research-based categories should be the focus for program improvement.

Various information sources are helpful in painting a complete picture of the current program and students' needs. But such data must be organized in order to be meaningfully interpreted. A summary makes it easier to identify patterns across the information and get an objective look at the program's strengths and weaknesses. This summary encourages an open-minded examination of current effective practices as well as the potential areas for change.

The PIP Team now gathers all Activity 1-5 Worksheets completed in Phase 1 in order to prepare this Summary of Program Diagnosis. Important findings from all diagnostic activities are summarized during Phase 2 of the program diagnosis. This summary will guide discussion and analysis of those findings, with an emphasis on looking for patterns to answer the following questions:

1. What are the strengths of the current Chapter 1 program in our school?
2. What categories have been identified as potential areas for change to increase this program's impact?
3. Which of these categories appear to be critical areas for change?
4. Which one or two high priority areas will be the focus for the Program Improvement Planning process? (These will become the focus for change in the PIP.)

Activity 6 Worksheet, Summary of Program Diagnosis, is on the next page.

# Activity 6 Worksheet -- SUMMARY OF PROGRAM DIAGNOSIS

**Purpose:** to combine the important findings from each activity in Phase 1, to prepare a summary of information, to look for patterns in information gathered

**Directions:** Gather all activity 1-5 worksheets completed in Phase 1. Transfer summarized findings from all of these activity worksheets to this Summary of Program Diagnosis Worksheet. List the key points identified for change under the appropriate category on each worksheet.

|                                                                                                                                  | PROGRAM AND STAFF | CURRICULUM AND | SCHOOL-CLASSROOM | CLASSROOM   | ASSESSMENT & | PARENT/COMMUNITY |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------|------------------|-------------|--------------|------------------|
| DATA GATHERING PROCEDURE                                                                                                         | LEADERSHIP        | PROGRAM DESIGN | ENVIRONMENT      | INSTRUCTION | EVALUATION   | INVOLVEMENT      |
| Team Brainstorming<br>(3 categories identified<br>as program weaknesses<br>on Activity 1 Worksheet)                              |                   |                |                  |             |              |                  |
| Self-Rating of the<br>Current Program<br>(Areas which were below<br>the critical score on<br>Activity 2 Worksheet)               |                   |                |                  |             |              |                  |
| Review of Needs<br>Assessment and Program<br>Operation<br>(Priorities circled in<br>the summary on<br>Activity 3 Worksheet)      |                   |                |                  |             |              |                  |
| Review of Relevant<br>Out-of-School Factors<br>(Categories identified<br>as critical area for change<br>on Activity 4 Worksheet) |                   |                |                  |             |              |                  |
| Interviews (Categories<br>identified as critical<br>area for change on<br>Activity 5 Worksheet)                                  |                   |                |                  |             |              |                  |

## STEP 1: DIAGNOSING PROGRAM AND LEARNING NEEDS

Phase 2: Summarize the General Diagnosis Data

Activity 7: List of Potential Areas for Program Improvement

---

The PIP Team has summarized the diagnosis activities and is now ready to identify which specific categories will be identified for inclusion in the PIP. The completed Activity 6 Worksheet is necessary in order to list the potential areas for program improvement in this phase of the general diagnosis.

Review the six categories summarized on Activity 6 Worksheet. Look for patterns in the data. Consider all categories in terms of the number of needs and the importance and intensity of these needs.

1. Which category is identified as the most critical area for change by the largest number of data-gathering procedures?
2. What important issues are raised in this category?
3. Which category is identified as the second most critical area for change?
3. Which category is identified as the least important area for change?

Develop a rank order list among the six categories. This list will become the priority order for change.

The category ranked #1, the highest priority for change, becomes the central focus for the team's PIP. The category ranked #2, the next highest priority for change, becomes the second category for change emphasized for your PIP. A PIP addresses one, or possibly two, categories as the focus for change.

Activity 7 Worksheet, Potential Areas for Program Improvement, is provided on the following page.

## Activity 7 Worksheet -- POTENTIAL AREAS FOR PROGRAM IMPROVEMENT

Purpose: to identify specific categories to be the focus for the PIP

Directions: Review the six program categories on Activity 6 Worksheet. Look for patterns in the data. Develop a rank list (priority order) among the six categories.

The category ranked #1, the highest priority for change, becomes the central focus for your PIP. The category ranked 2, the next highest priority for change, becomes the second category for change emphasis for your PIP. A PIP addresses one, or possibly two, categories as the focus for change.

Highest Priority for Change: 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Lowest Priority for Change: 6. \_\_\_\_\_

## STEP 1: DIAGNOSING PROGRAM AND LEARNING NEEDS

Phase 3: Identify the Specific Focus for Program Improvement

Activity 8: Discussion of Key Questions, Pertinent Data, and Research Findings

---

In Phase 1, the PIP team conducted a general diagnosis of the current Chapter 1 program and students' learning needs. In Phase 2, the PIP team summarized the diagnosis data and identified which of the six research-based categories should be the focus for program improvement. By the completion of Activity 7, one or two general categories surfaced as priorities for change. Identifying the general category provides the springboard into Phase 3. Each general category is now explored in detail to formulate the specific goals within the category to increase the effectiveness of the Chapter 1 program.

To identify the specific focus for program improvement in a school, an indepth diagnosis will be done for the one or two categories identified on Activity 7 Worksheet. In order to develop a well-focused PIP and not dilute the improvement effort, a maximum of two categories can be included in this phase (and in the PIP).

Indepth diagnosis means using a category as a way to look at the current program. On the following pages, there is a guide for developing the specific focus for each category. The PIP Team completes only the pages designed for the one or two categories identified as the priority for change.

Each Activity 8 Worksheet Guide contains three sections:

1. Category-Specific Questions: The questions listed for each category are suggestions for initiating open and honest discussions among team members. These questions are not intended to be a limiting list. The PIP Team should explore additional questions which appear relevant to their students, school, and Chapter 1 program.
2. Potential Sources for Additional Data: The suggestions for additional information will give the team an indepth look at the current practices and possibilities within the chosen category. This builds on relevant data collected during diagnosis by gathering additional data and research findings. There is no specified format or quantity of information to gather. The suggestions provided are

neither a finite nor a mandatory list. The team may decide that certain data listed are not necessary while other data not listed would be helpful.

3. Potential Topics for Reviewing Research Findings: The research topics reviewed should be those which best serve the team's needs. The PIP Team may choose to use publicized research summaries (e.g., Becoming a Nation of Readers; the NCTM's Curriculum and Evaluation Standards for School Mathematics), review research studies on specific topics, or conduct action research in their own school. The PIP Team will use key findings from the research as benchmarks for comparing the currency and adequacy of Chapter 1 program practices as well as possible ideas for changing current practices.

Activity 8 Worksheet Guide differs from the previous worksheets; it is intended to be open-ended to allow the PIP team the freedom to explore the identified category according to the particular needs of its school.

Discussion Questions:

1. Hold open and honest PIP team discussions. A designated recorder summarizes the team's key points and important issues from these discussions.

Additional Data:

2. Gather several sources of additional data. During PIP Team meetings, examine these data for patterns. What probing questions emerge?

Reviewing Research Findings:

3. Review information from several journal articles, documents, and books to outline specific recommendations from current research. Compare current practices in the Chapter 1 program to research recommendations.

Activity 8 Worksheets, Guide for General Category: are found on the following three pages.

## Activity 8 Worksheet Guide -- General Category: Curriculum and Program Design

### Category Specific Discussion Questions:

1. How are this school's needs considered during the needs assessment and program design stages?
2. Who has input into setting goals and objectives? What kind of specific input do they have?
3. What avenues exist to facilitate this program's flexible adaptation to changing needs year to year -- or is the same Chapter 1 program operated year after year?
4. What procedures ensure concentration on students greatest in need of assistance rather than dilution across many fronts or duplication of other services?
5. What are the formal procedures for the "regular and frequent coordination between Chapter 1 and the regular (classroom) staff" as required by law?

### Potential Sources of Additional Data:

1. A copy of all surveys used in the needs assessment process (e.g., parent, teacher, and administrator surveys).
2. A list of the procedures used to gather input into setting goals and objectives.
3. A copy of all forms used in student selection: teacher referral, test score data, composite ranking to determine students greatest in need.
4. A rank order list of students referred and selected for the current Chapter 1 program.
5. A copy of the forms used for coordination of information among Chapter 1 and the regular classroom staff.

### Potential Topics for Reviewing Research Findings:

Setting goals and objectives  
Communicating goals and objectives  
Coordination of regular classroom and special program' instruction  
Recent research on effective instructional materials, methods, and approaches in this content area

Activity 8 Worksheet Guide -- General Category: Program and Staff Leadership

Category Specific Discussion Questions:

1. What are the various forms of leadership in this Chapter 1 program, both formal and informal?
2. What procedures ensure that information about Chapter 1 program operation is communicated clearly among the school's administrative, Chapter 1 and classroom staff?
3. What procedures ensure that information about Chapter 1 instruction is communicated clearly among the school's administrative, Chapter 1, and classroom staff?
4. How do the staff members make their concerns and needs known to the building administrators? What procedures are followed in responding to those concerns/needs?

Potential Sources of Additional Data:

1. A copy of the procedures used to plan and schedule Chapter 1 staff development sessions.
2. A list of the Chapter 1 inservice sessions (specific topics) during the past three years.
3. A list of specific instances of follow-through for each of the Chapter 1 inservice sessions during the past three years.
4. A flow chart of the leadership and communication channels in our Chapter 1 program; how that flow chart works in this school.
5. A copy of the administrative and supervisory tasks related to operating Chapter 1 in this school (e.g., who is responsible for staff evaluation? Who reviews student selection and evaluation procedures? Who orders Chapter 1 supplies and equipment?)

Potential Topics for Reviewing Research Findings:

Instructional leadership  
Site-based management  
Staff development  
Communications (skills, activities, procedures)

Activity 8 Worksheet Guide -- General Category: School-Classroom Environment

Category Specific Discussion Questions:

1. What specific actions and interactions communicate the Chapter 1 classroom environment?
2. What ongoing procedures ensure that Chapter 1 instruction is appropriate for students, both in terms of recent educational research and individual student's needs?
3. In what ways are Chapter 1 students encouraged to develop a sense of responsibility?
4. What interactions would impress a visitor observing a Chapter 1 instructional session? What interactions might cause a visitor concern or discomfort?
5. What specific aspects of the Chapter 1 instructional setting show caring for students, high expectations, and student ownership to the program?

Potential Sources of Additional Data:

1. A visit to the Chapter 1 classroom to observe room arrangements.
2. A classroom visit to observe Chapter 1 student interactions and student/staff interactions.
3. Interviews with Chapter 1 students about what they like "most" and "least" about Chapter 1.
4. Interviews with parents and teachers of Chapter 1 students about what they like "most" and "least" about the Chapter 1 program.

Potential Topics for Reviewing Research Findings:

High expectations  
School and classroom climate  
Classroom management  
Instructional interaction

Activity 8 Worksheet Guide -- General Category: Classroom Instruction

Category Specific Discussion Questions:

1. What methods and materials are most frequently used in Chapter 1 instruction?
2. How is the maximum use of student time ensured for each Chapter 1 instructional period? How is maximum use of staff time during each instructional period ensured?
3. List the various ways students receive feedback about their Chapter 1 work.
4. List the various ways classroom teachers and parents receive feedback about their student's Chapter 1 work.
5. In what ways are students recognized and rewarded for their accomplishments in Chapter 1?

Potential Sources of Additional Data:

1. Data from time-on-task observations during several Chapter 1 instructional sessions across several days.
2. A copy of various recognition/reward activities and materials used in the Chapter 1 program.
3. A "hands on" review of Chapter 1 instructional materials.
4. A list of Chapter 1 students who received recognition during the past year, how that recognition was given, and for what reason.

Potential Topics for Reviewing Research Findings:

Time-on-task  
Characteristics of effective instruction  
Instructional interaction (engaged time)  
Collaborative learning  
Recent research in the specific content area  
(strategies for teaching)

## Activity 8 Worksheet Guide -- General Category: Assessment and Evaluation

### Category Specific Discussion Questions:

1. How is Chapter 1 student progress monitored during the year? With what frequency and regularity is this done?
2. How is this program reviewed on an ongoing basis? Specify who is involved, the timeline, and the information considered.
3. What procedures are used to ensure that:
  - pretest-posttest data are gathered on all Chapter 1 students?
  - pretest and posttest scores are accurately recorded?
  - transfer students' records are reviewed for important information and scores?
4. List potential sources of information about Chapter 1 students' academic progress in this school. How many of these are currently used to evaluate students' progress? To evaluate program needs?
5. If kindergarten and first grade students are served, how is their progress evaluated individually and as a Chapter 1 program component?

### Potential Sources of Additional Data:

1. A copy of the school's Chapter 1 evaluation results for the last three years.
2. A matrix of these evaluations results by grade level: number of students served by Chapter 1; number with pre-post test scores; pretest NCE average; posttest NCE average; average NCE gain. Use this matrix to review:
  - Are at least two-thirds of the students served included in the pre-posttest data?
  - Are pretest averages below 50 NCEs for all grade levels?
  - Do all grade levels make positive NCE gains?
3. A list of program decisions made based on evaluation data during the past three years.
4. A list of evaluation quality control procedures.
5. A copy of the forms/computer printouts used to ensure accuracy and efficiency in record-keeping.

### Potential Topics for Reviewing Research Findings:

Using evaluation results for decision-making  
Microcomputer records-management  
Informal assessment procedures  
Interpreting and using test data

Activity 8 Worksheet Guide -- General Category: Parent and Community Involvement

Category Specific Discussion Questions:

1. How often and for what reasons are Chapter 1 parents invited to the school?
2. How often and for what reasons do Chapter 1 staff visit students' homes?
3. How are parents informed of the students' progress in Chapter 1? How is this information conveyed?
4. In what ways are parents involved in their child's Chapter 1 instructional program?
5. How is the concept of "parent-Chapter 1-regular classroom team" fostered in this school?

Potential Sources of Additional Data:

1. Copies of the forms used for communicating with Chapter 1 parents.
2. A list of Chapter 1 parent involvement activities during the past two years.
3. A list of Chapter 1 students compared to a list of their parents' involvement in:
  - parent-teacher conferences
  - parent inservice sessions
  - home visits by Chapter 1 staff
  - classroom visits by parents
  - classroom volunteer activities
4. A copy of inservice agendas and handouts used at sessions to provide parents "how to help at home" information.
5. A copy of the written policy and procedures for Chapter 1 parent involvement.

Potential Topics for Reviewing Research Findings:

Parent involvement (goals; activities)  
School-home communication  
Parents as partners  
Home-school liaison

## STEP 1: DIAGNOSING PROGRAM AND LEARNING NEEDS

Phase 3: Identify the Specific Focus for Program Improvement

Activity 9: Identification of the Changes with the Greatest Likelihood of Impacting Student Achievement

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This step is one of the most important steps in the program improvement process. A legal requirement for all schools developing a Chapter 1 PIP, it also establishes the base for the actual program improvement plan. Deciding what changes have the greatest likelihood of student impact will require a student-centered focus, professional judgment, and common sense. Team members will integrate the information and ideas they have gathered in Activity 8 and will work toward a consensus of what will be good educational practice and most effective in meeting the needs of students. The changes with the greatest likelihood of impacting student achievement will become the specific focus for change in the PIP.

Activity 9 Worksheet, Category Plan, provides a format for summarizing relevant findings and identifying the specific changes needed in the Chapter 1 program. Worksheet 9 follows this page.

Activity 9 Worksheet -- CATEGORY PLAN

Purpose: to summarize relevant findings; to identify specific changes needed in the Chapter 1 program

Directions: Based on the information gathered and shared during Activity 8, complete this plan for each category identified as a priority area for change. Complete this plan for each general category which will be part of the PIP (e.g., program and staff leadership, curriculum and program design).

PLAN FOR CATEGORY \_\_\_\_\_

|                                                              | WHAT IS" (Current Program Practices) | WHAT SHOULD BE" (Findings & Recommendations) |
|--------------------------------------------------------------|--------------------------------------|----------------------------------------------|
| Relevant data collected during<br>Program Diagnosis:         |                                      |                                              |
| Key points and important issues<br>from Discussion Questions |                                      |                                              |
| Additional data: (source and<br>pertinent findings)          |                                      |                                              |
| Pertinent research findings:                                 |                                      |                                              |

## STEP 2: SETTING THE GOALS FOR CHANGE

This step builds on the changes identified as having the greatest likelihood of improving students' performance; the rest of the PIP will build on these goals for change. A goal statement is an important link between diagnosis of a perceived weakness in the current program and the improved effectiveness of the future program. An important question to ask is, "If this goal is accomplished, will the perceived weakness in the program be strengthened?"

The PIP Team is strongly encouraged to limit the number of changes attempted in a single plan; a maximum of three goals for change is recommended. Having too many goals can dilute or fragment program improvement efforts. It is better to begin in the area which will make the most fundamental difference or is of the highest priority for students. If there are still additional priorities to be addressed, the PIP Team can choose to develop another plan after completion of the first PIP.

While the format for the goal statements is flexible, each statement must specify who will do what to what standard or outcome.

1. Who specifies the individuals who will change in some way. In educational programs, this is most often how the students will change (e.g., achievement, attitudes), although in program improvement the "who" may sometimes specify program implementers (e.g., instructors or administrators) who will change in the way they operate the program.
2. What states the action or area to be changed.
3. What standard or outcome makes clear the expected level to be achieved. A goal for change will answer the questions, "Where are we going, and how will we know when we have arrived?"

A clearly-stated phrase or sentence can suffice for specifying a goal for change as long as the statement communicates what will be changed and leaves no doubt about what is expected. A goal for change statement will emphasize specific factors which make an important difference in the program.

The range of goals for change can be wide, but the center is always the same: a more effective program which increases student achievement. Goal statements can be oriented toward program operation (e.g., legal compliance, efficient organization), academic instruction, or student support services (e.g., parent involvement, affective needs). Each goal for change statement must be measurable.

The following questions may be useful to the PIP Team in ensuring that each goal for change statement is on target and will serve as a firm foundation for the PIP.

1. Is this goal for change a logical outcome from the need(s) identified in the diagnostic step?
2. Is this goal for change centered on priorities which will impact the school's overall Chapter 1 program?
3. Is the goal for change directed toward the future, specifying something not yet attained, but reachable with honest effort?
4. Is this goal for change feasible and attainable--not aimed at "pie in the sky" nor pedestrian matters which will have limited impact?
5. Does this goal for change fit both the Chapter 1 program needs and the total school mission?
6. Is this goal for change clearly articulated (i.e., there are no vague terms subject to variable interpretations)?

Potential difficulties in developing goal for change statements are usually related to the answers of these questions. One way to double-check the satisfaction with each statement is to follow this three-day quality assurance sequence:

- Day 1: The PIP Team finishes writing the final draft of the goal for change statements.
- Day 2: Twenty-four hours later, each team member, individually and anonymously, rates each statement on the six questions above. The results are summarized across team members.
- Day 3: The summary is reviewed at a team meeting. Any goal for change statement which received one or more "No" answers is reviewed and refined.

Once the PIP Team members are satisfied with the goal for change statements, they transfer these statements to the PIP format chosen by the team.

### STEP 3: SELECTING STRATEGIES AND TACTICS FOR CHANGE

#### Strategies for Change

Each goal for change states what is to be accomplished; strategies and tactics are organized to show how those goals will be achieved. As the change strategies are developed, program improvement becomes more action-oriented. A strategy makes a broad statement about how the Chapter 1 program and the school will accomplish the goal(s) for change. A strategy describes a general method which will involve multiple means or activities to respond to the identified need. It is a connector between a goal--what we want to accomplish--and the tactics--the detail plan of action for accomplishing that goal. Strategies translate the "ideal" (goal for change) into action (the overall approach to accomplish that change) and provide a foundation to ensure that the PIP activities (to be developed next) maintain that focus.

Each goal for change will have at least one strategy for change. However, the PIP Team will limit the number of strategies for each goal. Remember, these are to be broad statements for organizing action to make a difference in this program; the details of how that action will occur comes later.

An example of a goal for change and its corresponding strategies might look something like this:

Goal for Change: Chapter 1 students in grades 2-6 will improve their reading achievement by an average 3 NCE annual gain in reading comprehension (advanced skills) and total reading achievement (basic skills) as a result of well-coordinated instruction between the Chapter 1 and regular classroom reading programs.

#### Strategies for Change:

1. Chapter 1 student needs will be clearly identified through a systematic student selection process and ongoing diagnostic information shared between Chapter 1 and the regular classroom.
2. Chapter 1 staff, classroom teachers, and school administrators will implement a plan for ongoing communication about reading instruction.
3. Instructional materials and techniques used with Chapter 1 students will be appropriate to each student's needs and coordinated with (but not duplicating) regular classroom instruction.

Each goal for change and its related change strategies will specify the approach for accomplishing that goal. There are several ways the PIP Team may determine these strategies, including a combination of the following:

- brainstorming among PIP Team members;
- assignments to review specific research;
- consultation with content area specialists;
- visits to successful Chapter 1 programs;
- inservice on topics specific to the goal;
- review of nationally recognized Chapter 1 programs described in the U.S. Department of Education's Effective Compensatory Education Sourcebook (vols. 1-5);
- review of Chapter 1 requirements in the law and regulations.

These may be used as a whole team activity or as individual team member assignments with the findings shared at a PIP Team meeting.

The team will review drafts of the strategies for the change. The following questions may be useful in this review.

1. Will the cumulative effect of these strategies result in accomplishment of this goal for change?
2. Do these strategies reflect current research on the topic?
3. Do these strategies reflect effective educational practices?
4. Do these strategies address issues which will make a difference in students' achievement?
5. Does the PIP Team feel ownership and interest in these strategies as good approaches to use in this school?
6. Do these strategies cover the important principles and concepts related to this goal for change?
7. Do these strategies reflect a balanced approach to this goal for change?
8. Do these strategies address the needs identified in the diagnosis step of the PIP process?
9. Will these strategies address the needs and interests of the Chapter 1 students?

The same "three-day quality assurance sequence" used to check and refine the goal for change statements in Step 2 ) can be adopted in refining the strategies for change statements. The team will want to make sure that representatives of all "key players" likely to be affected by the changes (e.g., parents, teachers at various grade levels) are included in this review process.

Once satisfied that the appropriate strategies have been identified, the team is ready to transfer them to the actual PIP. The PIP will serve as the organizing document to link the "whole" (goal for change) with its component "parts" (the strategies and tactics for change).

### Tactics for Change

The tactics for change describe the resources and activities which will be used to implement the strategies for change to accomplish the goal for change. This is the plan of action, providing step-by-step directions for how each strategy will be accomplished, assigning responsibilities for who will complete each task, and setting the timelines for and indicators of completion. It continues the linkage: diagnosed need ---> goal for change ---> strategies for change ---> activities necessary to accomplish each strategy ---> specific tasks, resources, and responsible persons for accomplishing each activity. This linkage is necessary for each goal for change identified by the PIP Team.

PIP Team discussions and brainstorming will outline specific tasks which will accomplish each strategy. Often the tactics for change will emerge from discussions on strategies for change. PIP Team brainstorming to answer the question, "What are the most effective activities to accomplish this strategy?" can guide this phase.

Because tactics are describing what will be done, they are active statements; look for active verbs as keys to good tactics. A good tactic states not only the "action" to be accomplished, but lists the resources needed. These resources can include time, instructional materials and equipment, administrative support, and additional research information. Each PIP Team should especially consider the inservice (staff development) needed to accomplish its strategies and goals for change; it will be unusual for a PIP not to include staff development.

There are several ways to consider how tactics for change are sequenced in order to accomplish each strategy. Activities should be sequenced in an order which facilitates later PIP actions. For example, it would be logical to revise the student selection procedures before setting up systems to exchange diagnostic information about Chapter 1 students since selection will determine who those students are and provide baseline data on them. Some activities may build a foundation for later changes (e.g., inservice about integration of reading and writing instruction would precede implementing this as new instruction).

The PIP Team will have major responsibility in determining the tactics for change:

- which activities and tasks will be included;
- what resources are needed;
- what is the timeline;
- what indicators of completion or success will be noted; and
- who will be responsible for accomplishing each task.

Again, it is important to provide the opportunity for input from those who will be affected by these tactics. This input not only gives a chance to hear multiple perspectives about the tasks being planned but also offers a way to build understanding of the PIP and ownership to the upcoming activities.

Where possible, the PIP Team will want to allow flexibility in organizing the activities for each tactic. For example, the tactics may specify that each Chapter 1 instructor will develop a system for sharing regular (at least monthly) feedback about each child's instructional progress with parents. But it could vary by instructor (and by parent) how this is accomplished (e.g., in writing, by phone, through conferences, by home visits, or via a combination of these methods.) The key criteria would systematic and regular (at least monthly), yet each instructor would have flexibility in planning how to accomplish this task.

Potentially, problems can arise in deciding what needs to be done and how to do it. The PIP Team will need to be proactive in dealing with certain topics. Important issues to consider include:

- creating ownership to the changes on the part of key players important to implementing those changes;
- increasing staff awareness and expertise on topics relevant to making the changes;
- allowing for differences in work styles and priorities for accomplishing the changes;
- being concerned with "overloaded plates" (since Chapter 1 is only one aspect of school and instruction);
- dealing with time and fatigue factors related to change;
- countering resistance to change; and
- increasing leadership support to accomplish the changes.

Many of these potential problems can be dealt with by sharing information and asking for input throughout the planning process. This can be done both formally (e.g., copies of the evolving PIP, minutes of the PIP Team meetings) and informally (e.g., conversations among team members and other school staff, PIP updates at regular faculty meetings).

Other issues may need to be dealt with in a straight-forward manner. If there is a need for staff development or increased leadership support, build ways to accomplish that into the PIP (e.g., staff inservice, increased administration-staff communication, staff networking to provide mutual support). Developing a feasible PIP and setting a realistic timeline may be helpful in dealing with problems of fatigue, "overloaded plates," and resistance to change.

#### STEP 4: EVALUATING THE CHANGE PROCESS AND OUTCOMES

Evaluation is more than a required report at the end of the year. It is a broad term referring to judgment and feedback about the program. Among other things, evaluation can provide information on the amount of progress measured to date, the need for refinements, and estimates of overall quality.

Evaluation can be accomplished in an ongoing manner throughout the program year (formative evaluation) or at the conclusion of the program year (summative evaluation). Purposeful evaluation will be a part of each PIP. Using a variety of input, evaluation will answer the question, has this Chapter 1 program increased its effectiveness with students? The information in that answer provides direction for future program planning.

##### Formative Evaluation

Formative evaluation during the PIP process is critical to program success. Although important, summative data comes at the end of the program, too late to make any changes. With formative data, the PIP Team can keep "its finger on the pulse" throughout the school year, fine-tuning and making adjustments as needed. To ensure that formative evaluation occurs, each PIP activity must include a timeline and indicators of completion/success. These serve as formative evaluation checkpoints throughout the year and link that evaluation to the PIP's goals for change.

The PIP Team or Chapter 1 staff may wish to gather additional interim data to help measure progress toward success. A number of student instructional and achievement indicators can be helpful. These include:

- students' grades examined quarterly or each semester;
- changes in students' classroom placement (e.g., basal placement, reading group);
- amount of outside-of-school reading completed by students;
- the number of instructional sessions focused on "advanced skills" (e.g., comprehension instead of decoding skills; math problem solving instead of computation) and students' success with these lessons; and
- evidence of parental involvement with the students' instructional program.

These data are summarized and used by the PIP Team to look for patterns of progress and continuing needs. The team will want to ensure that adequate data have been collected to establish patterns. A rule of thumb is to confirm one piece of data with two related sources. This helps to provide balance and depth to the data, reduce bias, and increase the confidence with which the PIP Team can infer whether students are on track to show improved achievement. At the time the PIP Team or Chapter 1 staff has cause for concern, adjustments can be made in instruction to increase students' chances for success by the end of the year.

### Summative Evaluation

A major indicator that PIP efforts have been successful is that the Chapter 1 program will increase its effectiveness as indicated by improved student achievement. In fact, Chapter 1 law requires improved student achievement before a school can exit program improvement. Summative evaluation is usually obtained at the end of the school year using two types of information:

1. a pretest-posttest comparison of students achievement (grades 2-12) using NCE scores from nationally norm-referenced tests; and
2. a summary of the desired outcomes (grades pre K-12) stated in the LEA's Chapter 1 application.

By law, a school can be exited from the program improvement process only after it meets both of these criteria.

A third type of summative data is the number of Chapter 1 students who show a zero or negative NCE gain between pretest and posttest or who fail to meet substantial progress toward the LEA's desired outcomes. A school which can reduce the number and percentage of students identified for student program improvement will increase the likelihood of meeting the aggregate NCE gains required of effective Chapter 1 programs.

The tests used to gather these data must meet the national standards specified in the Chapter 1 law. These include technical standards for validity and reliability and quality control procedures for test administration and scoring. Obtaining representative evaluation data (e.g.,

pretest and posttest on two-thirds of the students served) is also required. Gains must be measured on an annual basis, usually a spring-to-spring testing cycle. Any test which meets the Chapter 1 national standards for evaluation may be used.

There are other summative data which can be gathered at the end of the year to reflect program achievement. Program quality can be reflected by conducting certain program diagnosis activities (e.g., Activity 2 Worksheet, Chapter 1 Self-Rating Form or Activity 3 Worksheet, Review of Present Chapter 1 Program Operation) and examining what has changed and what has remained the same during the year. End-of-year surveys can be used to gather opinions on Chapter 1 operations: what are key persons' perceptions about how well the program has met specific goals, improved communication, or changed program efficiency? Summaries of these data will help the PIP Team make informed inferences about the credibility of the program.

#### Using Chapter 1 Evaluation for Decision Making

Making thoughtful decisions based on student and program data can be the key to increasing the effectiveness of a Chapter 1 program. Thinking of evaluation as an ongoing process, rather than an end-of-year report, is significant to this concept. To facilitate this, Chapter 1 administrators and the PIP Team will want to develop efficient and effective procedures for gathering and summarizing pertinent data throughout the school year. Well-planned data collection forms and use of computerized information are two ways to make ongoing evaluation a manageable task. Preplanned data collection is also necessary. Data should never be collected just for the sake of collecting data; first, ask "What do we need to know?" then decide how to gather that information in a time-and cost-efficient manner. Collecting information as it occurs naturally (e.g., a summary of grades at report card time) is one way to help this happen.

One of the primary purposes for conducting evaluation is to effect change. Evaluation data provide interested persons with insights into what is working (Can it be further enhanced?) and what is not working well (What changes need to be made?). These decisions are made both formatively using interim data and summatively at the end of each school year. These data should play a direct role in planning the next year's Chapter 1 goals and program design.

For PIP purposes, the PIP Team should have a specific role in reviewing these evaluation data, regardless of who may gather and summarize the information. The Chapter 1 administrators, with suggestions from the PIP Team, will plan appropriate ways to report significant evaluation data to interested audiences (e.g., classroom teachers, parents).

After completion of the program improvement plan itself, the PIP Team will continue to schedule regular meetings throughout the year of PIP implementation (e.g., every six weeks to nine weeks). The purposes of these meetings will be threefold:

1. to review the implementation of the PIP's strategies and tactics for change;
2. to review formative evaluation data and the PIP's indicators of completion/success; and
3. to refine and revise the PIP and Chapter 1 program as needed based on the data reviewed.

The PIP Team will use this information as it follows progress toward each PIP goal and the LEA's desired outcomes. The team will also look for unexpected outcomes and developing trends. Evaluation conducted this way becomes a process rather than merely a compliance report submitted to the SEA at the end of the year.

Problems can occur in the evaluation process, and the PIP Team and Chapter 1 administrators can plan preventive measures to avoid them. Potential problems include: having a "compliance" mindset toward evaluation; failing to preplan data collection; being uncertain about how to integrate data and determine patterns from a summary; developing a skewed or unbalanced evaluation plan; providing poor quality control or inefficient recordkeeping procedures; being intimidated by the concept of evaluation; and failing to take the time to analyze evaluation data.

Most of these problems are resolved in one of two ways: (1) staff development and involvement in the evaluation process; and (2) obtaining competent consultation to help the PIP Team and key persons look at evaluation. Organization, preplanning of the process, and a few basic concepts about summative and formative evaluation can go a long way to reduce fear, misuse, and underuse of evaluation results.

APPENDIX

FORMAT OPTIONS FOR CHAPTER 1 PROGRAM IMPROVEMENT PLANNING

DEVELOPED BY

DIVISION OF COMPENSATORY EDUCATION, INDIANA DEPARTMENT OF EDUCATION

Corporation # \_\_\_\_\_ Corporation Name \_\_\_\_\_  
 Building # \_\_\_\_\_ School Name \_\_\_\_\_

### CHAPTER 1 PROGRAM IMPROVEMENT PLAN

#### STEP 1: DIAGNOSING PROGRAM AND LEARNING NEEDS

1. List Chapter 1 program strengths summarized during Phase 2 of the general diagnosis of program and learning needs.

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2. List Chapter 1 program weaknesses summarized during Phase 2 of the general diagnosis of program and learning needs. Note (\*\*) priority areas for change.

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3. List changes with the greatest likelihood of impacting student achievement identified during Phase 3.

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#### STEP 2: SETTING THE GOALS FOR CHANGE

4. List the identified goals for change identified from Step 2.

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**STEP 3: SELECTING STRATEGIES AND TACTICS FOR CHANGE**

**STRATEGY #1:**

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**Tactic #1a:**

**Activity:** \_\_\_\_\_

**Resources Needed:** \_\_\_\_\_

**Indicator or Outcome:** \_\_\_\_\_

**Leader/Responsible Person:** \_\_\_\_\_

**Tactic #1b:**

**Activity:** \_\_\_\_\_

**Resources Needed:** \_\_\_\_\_

**Indicator or Outcome:** \_\_\_\_\_

**Leader/Responsible Person:** \_\_\_\_\_

**Tactic #1c:**

**Activity:** \_\_\_\_\_

**Resources Needed:** \_\_\_\_\_

**Indicator or Outcome:** \_\_\_\_\_

**Leader/Responsible Person:** \_\_\_\_\_

STRATEGY #2:

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Tactic #2a:

Activity: \_\_\_\_\_

Resources Needed: \_\_\_\_\_

Indicator or Outcome: \_\_\_\_\_

Leader/Responsible Person: \_\_\_\_\_

Tactic #2b:

Activity: \_\_\_\_\_

Resources Needed: \_\_\_\_\_

Indicator or Outcome: \_\_\_\_\_

Leader/Responsible Person: \_\_\_\_\_

Tactic #2c:

Activity: \_\_\_\_\_

Resources Needed: \_\_\_\_\_

Indicator or Outcome: \_\_\_\_\_

Leader/Responsible Person: \_\_\_\_\_

STRATEGY #3:

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Tactic #3a:

Activity: \_\_\_\_\_

Resources Needed: \_\_\_\_\_

\_\_\_\_\_

Indicator or Outcome: \_\_\_\_\_

\_\_\_\_\_

Leader/Responsible Person: \_\_\_\_\_

Tactic #3b:

Activity: \_\_\_\_\_

Resources Needed: \_\_\_\_\_

\_\_\_\_\_

Indicator or Outcome: \_\_\_\_\_

\_\_\_\_\_

Leader/Responsible Person: \_\_\_\_\_

Tactic #3c:

Activity: \_\_\_\_\_

Resources Needed: \_\_\_\_\_

\_\_\_\_\_

Indicator or Outcome: \_\_\_\_\_

\_\_\_\_\_

Leader/Responsible Person: \_\_\_\_\_

**STEP 4: EVALUATION OF THE PIP**

1. List the person(s) who will be involved in review of ongoing evaluation during the PIP.

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2. Specify the dates for reviewing interim evaluation data (formative evaluation checkpoints).

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3. Specify data to be reviewed as part of the interim evaluation checkpoints.

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4. List the evaluation data which will be used to evaluate if each goal has been accomplished (summative evaluation).

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Corporation # \_\_\_\_\_ Corporation Name \_\_\_\_\_  
 Building # \_\_\_\_\_ School Name \_\_\_\_\_

CHAPTER 1 PROGRAM IMPROVEMENT PLAN  
 COMPLETE THIS PLAN FOR EACH PIP GOAL

Changes with the greatest  
 likelihood of impacting  
 student achievement from  
 Step 1, Phase 3

Goal for change from  
 Step 2

Strategies and tactics for  
 change from Step 3

Strategy 1

Strategy 2

Strategy 3

Activity:

Activity:

Activity:

Outcome:

Outcome:

Outcome:

Leader:

Leader:

Leader:

Timeline:

Timeline:

Timeline:

Activity:

Activity:

Activity:

Outcome:

Outcome:

Outcome:

Leader:

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Activity:

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Outcome:

Outcome:

Outcome:

Leader:

Leader:

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Timeline:

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Timeline:

Step 4: EVALUATION OF GOAL

Plans for Formative Evaluation:

| Data to be Reviewed | Timeline |
|---------------------|----------|
|                     |          |
|                     |          |
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|                     |          |
|                     |          |
|                     |          |
|                     |          |

Plans for Summative Evaluation:

| Data to be Reviewed | Timeline |
|---------------------|----------|
|                     |          |
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|                     |          |
|                     |          |

Corporation # \_\_\_\_\_ Corporation Name \_\_\_\_\_  
 Building # \_\_\_\_\_ School Name \_\_\_\_\_

CHAPTER 1 PROGRAM IMPROVEMENT PLAN  
 COMPLETE THIS PLAN FOR EACH PIP GOAL

Changes with the greatest likelihood of improving student achievement from  
 Step 1, Phase 3.

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Goal for change from Step 2.

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| Strategies<br>for change | Tactics<br>for change | Responsible<br>Person | Timeline |
|--------------------------|-----------------------|-----------------------|----------|
| 1.                       | 1a.                   | 1a.                   | 1a.      |
|                          | 1b.                   | 1b.                   | 1b.      |
|                          | 1c.                   | 1c.                   | 1c.      |
| 2.                       | 2a.                   | 2a.                   | 2a.      |
|                          | 2b.                   | 2b.                   | 2b.      |
|                          | 2c.                   | 2c.                   | 2c.      |
| 3.                       | 3a.                   | 3a.                   | 3a.      |
|                          | 3b.                   | 3b.                   | 3b.      |
|                          | 3c.                   | 3c.                   | 3c.      |



Step 4: EVALUATION OF GOAL

Plans for Formative Evaluation:

| Data to be Reviewed | Timeline |
|---------------------|----------|
|                     |          |
|                     |          |
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|                     |          |
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Plans for Summative Evaluation:

| Data to be Reviewed | Timeline |
|---------------------|----------|
|                     |          |
|                     |          |
|                     |          |
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|                     |          |
|                     |          |
|                     |          |